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Kindergarten Pedagogy

Bertha Payne

The work of the month will be a study of the earliest stages of mental and bodily life. This will be preceded by a general discussion of the needs of the children under seven years of age in the way of directed employment of their powers. Observation of children in the kindergarten will be a most important preparation for the class discussions.

1. Why should teachers of older children study children in the earlier stages of growth? Froebel was led from the teaching of the older boy back to the playing child, and then back to the infant. Why?

2. What have you seen in the conduct of children under six years which suggested the need of training before that of the primary school?

3. What have you to say to the following statements: "The young child needs first of all bodily freedom and should live the life of a healthy young animal." "It is a mistake to stimulate mental activity or restrict bodily activity." "This over-stimulation and restriction are found in the kindergarten."

Observe children in the kindergarten and out of it with these statements in mind. How may certain common conditions of city life modify these views? Of country life?

Reminiscence: 1. What do you remember of your childhood before the age of seven years? Are these memories connected or broken? Do you remember how you felt toward people and events? When you recall a memory accompanied by strong feeling, what is the character of the related images—clear or blurred? Can you recall the playing of any games? Describe those you liked best. Were they played with one other, with several, or with many? What was the special point or end to be attained? Did you keep to the form as a rule? Observe children under seven years at free play. Record any instances of game-playing that you have seen.

2. Did you "make-believe"? Did you imi-

tate other people? Did you invent situations and carry them out? If so, was there a coherent story or plot? How many usually took part in these plays? Was there a leader, or head? Give subjects of as many of these plays as you can remember. As you look back, can you discover any educative value to yourself or to others in these plays? In observation of the kindergarten games and plays, can you find any points of resemblance to those of your childhood? Of difference? Any greater value? In what motives or impulses were they rooted?

3. Do you remember your first day at school? What was your feeling toward the teacher? Toward the other children? Do you remember your work? How old were you?

4. Can you remember the playthings you liked best? Give list. Describe some plays that you had with them. How did they compare with the playthings of the kindergarten?

5. Relate some events in which you took part with pleasure. What was your feeling toward people and things, and what degree of effect, if any, did these experiences have on your play? On your interest? Have you noted any instances in biography of the persistent trend given to thoughts by environment, or by some single strong experience? See Pierre Loti's *Life of a Child*; autobiographies of Benvenuto Cellini and of Goethe; *Life of Macaulay*, by Trevelyan; Froebel's autobiographical letter in Barnard's *Child Culture Papers*.

Observations: 1. Is the kindergarten training a beginning in education? Where would you place the beginning? Who and what are a baby's teachers? Does the mother educate him with conscious purpose? How do influences from without reach him? How do you know?

2. What would you call the spontaneous activities of a baby? What is instinct? What is impulse? Make a list of baby plays that you have seen. What elements have they in common? Where does the attraction seem to lie in each case? Do they require the coöperation in any sense of another person? What is the motor force? What is the bodily and mental effect? In what sense are they educative? What can we learn from the earliest acts of a baby that

will help us to understand the kindergarten child?

3. What are the first impulses? What are the first things that attract attention? Color. Light. Movement. Sound. Bodily signs of attention. Mental and bodily effects of attention. Periods of activity. Length. Intensity. Effort. Describe the mind and body movement in the following actions: Start at a loud noise, first effort to follow a moving light, to grasp a ball, to sit erect.

What is the spur to repetition? What is the mental and bodily effect of each successful attempt? By what process does a child learn to direct his movements? Can an infant get

the class of notions that we express by such words as far, near, high, low, up, down, fast, slow, here, there, large, small, hard, soft, without bodily motion? What part does similarity play, and what contrast?

Describe one of the earliest acts in which you think you can trace the following as parts of one process: Feeling of pleasure or pain, controlled motion, distinct images.

References on Instinct and Impulse: *Mental Development in Early Infancy*, Dewey; see Transactions Illinois Society for Child Study, Vol. IV, No. 3; *Infant Mind*, pp. 135-140, Preyer; *Briefer Course*, pp. 392-406, James; *Outlines of Psychology*, p. 278, Wundt.

Department of Natural Science

Ira B. Meyers Wilbur S. Jackman Charles W. Carman

The Professional School

It is the aim of the work in this department to afford to students preparing to teach whatever assistance there is to be derived from a study of natural science. Broadly speaking, the work is comprehended under three heads, namely: (1) Psychology — involving a study of the development of the mind under the stimulus of its nature-environment; (2) Pedagogy, involving an investigation of the inter-relations of the so-called subjects of study and a careful development of methods of teaching; (3) History of Education, showing the part that man's interpretation of nature has taken in the development of the race.

All of these studies will be pursued in the light of observations that the students can make for themselves upon nature, and in the various class-rooms of the academic department. Those who desire to prepare themselves for teaching in high or normal schools, or for college work, will be required, in addition to the ordinary qualifications for admission, to extend their studies through to one year's high-grade

work in the academic school in the special subject chosen, or to present undoubted evidence of fitness for such training.

The Academic Department.

Courses of study are offered in the secondary school which will fit the students to enter the first-class colleges and technical schools of the country. The contact of the students with nature will remain unbroken, but the work, resting upon the broad basis of the earlier years' observation, will be specialized each year upon some particular lines of investigation. To this end a large amount of laboratory work will be required. The following outlines indicate the nature of the work planned for October.

BIOLOGY: A study of the micro-organisms of stagnant water; a study of the cell as a unit in the living organism, illustrated by a study of the protozoa of ditch and swamp; their relation to the food supply of higher forms of life.

I. Collecting material:

I. Field trip to swamp and lagoon for collecting material.